Pine Grove Camp Satellite Campus
School Accountability Report Card
reported for school year 2014-15; published in 2016

School	N.A. Chaderjian H.S. -Pine Grove satellite	District	California Education Authority
CDS Code	39-32276-3990027	CD Code	34-32276
Address	13630 Aqueduct Volcano Rd, Pine Grove CA	Department	Corrections and Rehabilitation
Grades	9 — 12	Division	Juvenile Justice
Principal	Susan Harrower	Superintendent	Troy Fennel
Phone	(916) 208-1924	Phone	(916) 322-5759
Email	'susan.harrower@cdcr.ca.gov'	Email	Troy.Fennel@cdcr.ca.gov
Accreditation	WASC to June 30, 2016	Website	'www.cdcr.ca.gov'

School Description

N.A. Chaderjian High School's Pine Grove Youth Conservation Camp satellite campus is located in Amador County as part of the Division of Juvenile Justice, N.A. Chaderjian is a WASC-accredited high school. The Pine Grove camp serves a small population of juvenile offenders who are part of the State's Emergency Response System in partnership with Cal Fire and are dispatched to wild land fires and other emergencies throughout California. These students have the opportunity to earn high school diplomas, GEDs, and AA degrees from a fully-credentialed faculty offering the standards-based curricula. There are three full time teacher positions assigned to the school. Special Education is provided by special education staff from the Northern California Youth Correctional Facility located in Stockton CA who support students as required. The school day is non-traditional as students attend school in the late afternoon and evening due to their work and training schedule.

Mission Statement

The faculty of Pine Grove High School Satellite Campus empowers all students to become involved responsible citizens in their communities by providing quality educational opportunities to develop the skills needed for the following:

- Engaging in education and life-long learning
- Effective Communication
- Creative as well as innovative thinking
- Being productive in the workplace

Vision Statement

"Helping Build Strong & Safe Communities by Investing in the Future of Our Youth."

Cumulative Undergraduate Enrollment from 8/1/14 to 7/31/15

Due to the transient nature of a correctional rehabilitation center, our satellite school serviced 84 undergraduates during the course of our 2014-15 school year.

Snapshot Undergraduate Enrollment on 10/1/14 (CDE 2014-15 Census Day)

On 10/1/14, our one-day enrollment was 29 undergraduates, as disaggregated below:

School Group	Disaggregation	count	percentage
All	All Non-graduates	29	100%
Gender	Female	0	0.0%
	Male	29	100%
Ethnicity	Hispanic	15	51.7%
	Black	8	27.6%
	White	0	0.0%
	Asian	1	3.5%
	Filipino	0	0.0%
	Pac Isle/Hawaiian	5	17.2%
	Native	0	0.0%
Grade	8th	0	0.0%
	9th	5	17.2%
	10th	1	3.5%
	11th	5	17.2%
	12th	18	62.1%
Subgroups	Socioeconomically Disadvantaged	28	100%
	English Learners	5	17.2%
	Special Education	4	13.8%
	Migrant Youth	0	0.0%
	Foster Youth	0	0.0%

Cumulative Enrollment: School WIN, General_Ed palette, Show Both, QueryRelated into Daily_PSD_Snapshot, Date is greater than or equal to 8/1/14 and Date is less than or equal to 7/31/15. Query, GradDate is equal to 00/00/00 or GradDate is greater than 8/1/14. Query, GEDDate is equal to 00/00/00 or GEDDate is greater than 8/1/14 or GED_Wants_Diploma is equal to True.

Snapshot Enrollment: School WIN, General_Ed palette, Show Both, QueryRelated into Daily_PSD_Snapshot, Date is equal to 10/1/14. Query, GradDate is equal to 00/00/00 or GradDate is greater than 10/1/14. Query, GEDDate is equal to 00/00/00 or GEDDate is greater than 10/1/14 or GED_Wants_Diploma is equal to True. **[Export – Gen Ed] SARC Disaggregated Enrollment AND SARC Disaggregated Grad Rate.4QR** [NM, YA, DOB, CSIS_Ethnicity, Ethnic, STAR_Grade_Level, CSIS_Eng_Prof, ELS_Reclassification Date, IEPStatus, GradDate, Grad_From, GEDDate, GED_From FK=FK SpedExit_Date FK=FK Female]. (GradDate and GEDDate are only needed to confirm that Grade 13s occurred after 10/1/14 and Grad_From and GED_From are not needed at all for this table; but are needed for the disaggregation of the Grad Rate for our Secondary Completion Rate table.) DOB is needed only for the northern schools—to confirm or refute that 8th graders were age 14.0 or younger on 10/1/14. For English Learners, do NOT delete the R-FEPs. Instead, examine the Reclass Date for each to determine if they were ***EL on 10/1/14!*** For Sped, do NOT delete the Exited students. Instead, examine the Sped_Exit Date for each to determine if they ***were Sped on 10/1/14!***

A. CONDITIONS OF LEARNING

State Priority: Basic

TEACHERS

High Qualification *by Course* (2014-15 only)	Percent of Core Academic Subjects **2014-15**	
	Directly Taught by Highly Qualified Teachers	Not Directly Taught by Highly Qualified Teachers
This School	73.9%	26.1%
All Schools in District	97.6%	2.4%
High-Poverty Schools in District	97.6%	2.4%
Low-Poverty Schools in District	n/a	n/a

School (row 1)

The **denominator** of the Not Directly Taught column is ClassHistory, Both, School contains **PGHS**, Credits ≠ 0, then EnterDate < 7/31/15, then ExitDate = 00/00/00 or ExitDate > 8/1/14 to capture all courses for which credits were awarded during 2014-15. For the **numerator**, query for **Credentialed_Teacher ≠ blank** of this same data, this will show the number of **courses** that were not personally taught by a highly qualified teacher. Of these, also count on-screen the number of **teachers** involved in these unqualified courses and enter it into **Cell C-3** of the *table below*.

District (rows 2 and 3 are identical)

The **denominator** of the Not Directly Taught column is Win X ClassHistory, Both, [Find – ClassHistory – WinX] School contains **MBP**, **NAC**, **JB**, or **PG**.4DF, Credits ≠ 0, then EnterDate < 7/31/15, then ExitDate = 00/00/00 or ExitDate > 8/1/14. For the **numerator**, query for **Credentialed_Teacher ≠ blank** of this same data.

			C	D
High Qualification *by Teacher* (2013 through 2016)	PGHS School			CEA District
	2013-14	2014-15	2015-16	2015-16
FTE Teachers teaching outside subject area of competence	0.8	0.6	**0.5**	**3.3**

Column C is the same concept as the preceding table, but it must be done for the current schoolyear (which is in progress), and since the concept of FTE is involved, the numerator is the number of unqualified courses for a given teacher while the denominator is the total number of courses for that same teacher. If several unqualified teachers are being used, these FTE fractions must be totaled to obtain the complete answer C1.

Step 1. Local WIN, ClassHistory, Both, School contains PGHS, Credits ≠ 0, EnterDate does not need to be done since it would be < 7/31/16, which is a future date, ExitDate = 00/00/00 or ExitDate > 8/1/15; Do not write down this figure, but save this group of all classes *so far* during the current year.

Step 2. Within this data, Credentialed_Teacher ≠ blank. **[Export – ClassHistory] Teachers and HQTs.4QR** (Teacher with **N** count, Credentialed_Teacher, Course, Per, Enter, Exit, Credits, AcaGrade, NM, YA). Use vertical offset to obtain a count for the number of times each teacher of record has used a collaborating teacher, which is the number of **unqualified instances** for each teacher. Print this list.

Step 3. Reload the group of all classes *so far* during the current year. Query for teacher contains the names of **all** of the teachers on the list just printed. This is all of the courses taught by this group of teachers so far this year**. [Export – ClassHistory] Teachers, N count on Teacher**. This tells you the total **occurrences** for each teacher.

Step 4. Align the unqualified instances and the occurrences for these teachers and compute a percentage rate (which is the FTE for each teacher). Total these rates to get the combined FTE for all of these teachers. Change the percentage back to a decimal so that it is formatted like a FTE.

Column D is the same as column C, except it must be conducted in Win Exchange; namely, WinX**, [Find – ClassHistory – WinX] School contains MBP, NAC, JB, or PG.4DF** between 8/1/15 and 7/31/16 (even though 7/31/16 is in the future); Credits ≠ 0, EnterDate does not need to be done since it would be < 7/31/16, which is a future date, ExitDate = 00/00/00 or ExitDate > 8/1/15; You will need to save the group of all districtwide courses so far in 2015-16, then Credentialed_Teacher ≠ blank, and print the list of all CEA Teachers needing HQTs in 2015-16 so far, then reload the group of all districtwide courses in WIN and query for each and all of those teachers names. The query may need to specifically be last name, first name. Create a percentage of time each teacher was unqualified (which is FTE), and total all of these to get a districtwide FTE.

	PGHS School			CEA District
Credentials	2013-14	2014-15	2015-16	2015-16
PFT Teacher with Full Credential	2	2	2	45
PFT Teachers without Full Credential	0	0	0	0

School – Row 1
Examine the CDE_Staff_Local palette to be sure that all terminated teachers have End Dates, and that PFT teachers are marked as 1-Tenured, RA and PIE are marked as 4-Other, and TAU are marked as 3-Temporary. Since this palette may not reduce with successive queries, it is better to export the data.
[Export – CDE Staff] TeacherName, Teacher (12), Tenured (1), Employ Start Date, Employ End Date.4QR, Sort and remove all categories except 12 for Teacher and except 1 for Tenured, and delete any with an Employ End Date.

District – Row 1
Since CDE_Staff_Local palette does not exist in WinX, the school-level steps for 2015-16 must be repeated on all four local WIN systems, including PG, and then added together.

		PGHS School		
School Misassignments		2013-14	2014-15	2015-16
misassignment of teachers of English learners		0	0	0
total teacher misassignments		0	0	0

School Vacancies		2013-14	2014-15	2015-16
vacant teacher positions		0	0	0

Facility Conditions and Improvements

School cleanliness is handled by student work experience crews performing custodial work under paraprofessional supervision before school hours. School repair is handled by the facility Plant Operations department using an electronic work-order system.

Facility Repair Status as of 10/7/15

System	Exemplary	Good	Fair	Poor
Gas, Heat, Cooling			x	
Interiors		x		
Cleanliness		x		
Electrical		x		
Water		x		
Safety		x		
Structural		x		
External		x		
Overall Rating		x		

Quality, Currency, and Availability of Textbooks as of 10/1/15

Subject	Textbook Title	Publisher	Copyright	Adopted	Cycle	% pupils lacking own copy
Common Core State Standards Aligned						
English	Holt McDougal Literature—Grade 9	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 10	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 11	Houghton Mifflin	2012	2014	currently in use	0%
	Holt McDougal Literature—Grade 12	Houghton Mifflin	2012	2014	not offered this year	N/A
Math	Algebra 1—Common Core	Pearson	2012	2014	currently in use	0%
	Algebra 2—Common Core	Pearson	2012	2014	not offered this year	N/A
	Geometry—Common Core	Pearson	2012	2014	not offered this year	N/A
Science	Earth Science—Geology/Environment/Universe	Glencoe	2013	2014	currently in use	0%
Social Science	World History: The Modern Era	Prentice-Hall	2014	2014	currently in use	0%
	US History: Reconstruction to the Present	Prentice-Hall	2013	2014	currently in use	0%
	MaGruder's American Government	Pearson	2013	2014	currently in use	0%
	Prentice-Hall Economics	Pearson	2013	2014	currently in use	0%
California Content Standards Aligned						
Math	Pre-Algebra, California Edition	Prentice Hall	2001	2005	currently in use	0%
Science	Prentice Hall Biology, California Edition	Prentice Hall	2007	2012	currently in use	0%
Art	Art in Focus	Glencoe	2006	2005	currently in use	0%
	Music—Its Role and Importance in our Lives	Glencoe	2006	2005	not offered this year	N/A
	Theatre Arts in Action	Glencoe	2006	2006	not offered this year	N/A
	Creating and Understanding Drawings	Glencoe	2006	2006	not offered this year	N/A
Health	Pearson Health	Pearson	2014	2014	currently in use	0%
National Standards Aligned						
Math	Math with Business Applications	Glencoe	2007	2007	currently in use	0%
Supplemental Texts						
Literacy	Longman Keystone A, B, C, Basics	Pearson	2010	2010	in regular use for remediation	
	Longman Keys to Learning	Pearson	2010	2010	in regular use for remediation	
Math	California Math Triumphs	McGraw-Hill	2007	2014	in regular use for remediation	
Science	Science Explorer: Focus on Life Science	Prentice Hall	2001	2005	in occasional use for remediation	
	Science Explorer: Focus on Earth Science	Prentice Hall	2005	2005	in occasional use for remediation	
Social Science	Pacemaker World History	Globe Fearon	2002	2005	in occasional use for remediation	
	Pacemaker United States History	Globe Fearon	2004	2005	in occasional use for remediation	
	Pacemaker American Government	Globe Fearon	2001	2005	in occasional use for remediation	
	Pacemaker Economics	Globe Fearon	2001	2005	in occasional use for remediation	

Foreign language materials are not stocked, since such courses are not offered in our district. Science lab equipment is not currently used due to security risks with an offender student body, but a science lab designed to overcome those limitations is being planned for 2016-17.

B. PUPIL OUTCOMES: State Priority—Pupil Achievement

California Assessment of Student Performance and Progress		Standard **Met** (Level 3) or **Exceeded** (Level 4)	
		ELA	**MATH**
CAASPP—Smarter-Balanced		Grade 11	Grade 11
2014-15	California State	54%	29%
	CEA District	3%	0%
	PGHS School – **DISAGGREGATED BELOW**	Fewer than 10 tested	0%

11th Grade ELA CAASPP School Disaggregation, 2014-15

PGHS Subgroup	11th Graders Enrolled	Tested	Blank Tests	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All 11th Graders	10	4	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Male	10	4	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Hispanic	10	3	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Black	0	0	n/a	n/a	n/a	n/a	n/a
White	0	0	n/a	n/a	n/a	n/a	n/a
Asian	0	0	n/a	n/a	n/a	n/a	n/a
Filipino	0	0	n/a	n/a	n/a	n/a	n/a
Pac Isle	0	0	n/a	n/a	n/a	n/a	n/a
Native	0	1	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Socio-Econ Disadvantaged	10	4	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
English Learner	8	2	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Special Ed	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant Ed	0	0	n/a	n/a	n/a	n/a	n/a
Foster Youth	0	0	n/a	n/a	n/a	n/a	n/a

11th Grade MATH CAASPP School Disaggregation, 2014-15

PGHS Subgroup	11th Graders Enrolled	Tested	Blank Tests	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All 11th Graders	10	4	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Female	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Male	10	4	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Hispanic	10	3	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Black	0	0	n/a	n/a	n/a	n/a	n/a
White	0	0	n/a	n/a	n/a	n/a	n/a
Asian	0	0	n/a	n/a	n/a	n/a	n/a
Filipino	0	0	n/a	n/a	n/a	n/a	n/a
Pac Isle	0	0	n/a	n/a	n/a	n/a	n/a
Native	0	1	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Socio-Econ Disadvantaged	10	4	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
English Learner	8	2	0%	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 Tested
Special Ed	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Migrant Ed	0	0	n/a	n/a	n/a	n/a	n/a
Foster Youth	0	0	n/a	n/a	n/a	n/a	n/a

http://data1.cde.ca.gov/dataquest,

level =state, subject = caaspp, year = 2014-15, **report = CAASPP Smarter Balanced Math and ELA**, Select = All Students, scroll below **each** graph and turn down the arrow for All Students, then Print Test Results (on letter).

Then click on Test Results banner, County = Sacramento, District = California Education Authority (Cea) Hea, School = leave blank, View Results, Select = All Students, below each graph turn down the arrow for All Students, then Print Test Results on letter-size paper.

Then click on Test Results banner, County = Sacramento, District = California Education Authority (Cea) Hea, School = Pine Grove High (or Johanna Boss High, N.A. Chaderjian High, or Pine Grove Youth CC), View Results, 1st Select = All Students, turn down arrow for All Students beneath each graph, Print Test Results
2nd Select = Gender, turn down arrow for Male and Female beneath each graph, Print Test Results
3rd Select = Ethnicity, turn down arrow for six ethnicities below each graph, Print Test Results
4th Select = Economic Status, turn down arrow **only** for Economically Disadvantaged below each graph
5th Select = English-language Fluency, turn down arrow **only** for English Learner
6th Select = Disability Status, turn down arrow **only** for Students with Disability
There are no selections for migrant education nor foster youth, even though SARC requests these categories

CALIFORNIA STANDARDS TEST in SCIENCE

10th Grade CST Life Science		Percent of Students at the **Proficient** or **Advanced** Level
2012-13	California State	**47%**
	CEA District	**5%**
	PGHS School	**Fewer than 10 tested**
2013-14	California State	**56%**
	CEA District	**11%**
	PGHS School	**Fewer than 10 tested**
2014-15	California State	**53%**
	CEA District	**5%**
	PGHS School – **DISAGGREGATED BELOW**	**Fewer than 10 tested**
	male	Fewer than 10 tested
	female	n/a
	Hispanic	Fewer than 10 tested
	Black	None tested
	White	None tested
	Asian	None tested
	Filipino	None tested
	Pac Isle/Hawaiian	None tested
	Native American	None tested
	English Learners	None tested
	Students with Disabilities	None tested
	Socioeconomically Disadvantaged	Fewer than 10 tested
	Migrant Education Students	n/a
	Foster Youth	n/a

http://data1.cde.ca.gov/dataquest,

level =state, subject = caaspp, year = 2014-15, **report = CAASPP Science/STS Test Results,** which jumps to the old-style California Standards Tests for entire California, Print Report

Return to Test Results Search, Test = CST, County = Sacramento, District = CEA Hea, School = blank, View Report for our District results, Print Report
Return to Test Results Search, and **add** School = Pine Grove High, View Report, Print Report
Again **Return to Test Results Search**, change **Group** from All Students to Gender, change Subgroup to Males, View Report. Then change Subgroup to Females, View Report.

Then change Group to Ethnicity, and change Subgroup to each of the ethnic groups one by one.

Career Technical Education Participation

Pine Grove High School does not offer career technical training. In lieu of career technical training, students are part of the State's Emergency Response System in partnership with Cal Fire and are dispatched to wild land fires and other emergencies throughout the state of California.

Number of pupils participating in CTE, 2014-15	n/a
Percent of pupils completing a CTE program and earning a high school diploma	n/a
Percent of CTE courses articulated with postsecondary institutions	n/a

For Row 1, capture all students in ClassHistory with School contain **PGHS**, Type = Vocational, Credits not zero, EnterDate < 7/31/15, ExitDate = 0 or ExitDate > 8/1/14; then remove duplicate names in Excel.

For row 2, only 3 students in the CEA district completed a CTE pathway in 2012-13 per our Perkins data for that year, and although one of them did earn a diploma, he did not do so from Pine Grove HS. This type of rigorous numerator requires at least 3 certificates to have been earned within the same field, with the last certificate for the capstone course earned between 8/1/14 and 7/31/15, plus a high school diploma earned during the same year from the same school. The denominator would be the number of seniors at PGHS on 8/1/14.

(Row 2's numerator ***used*** to be the number of youth of any grade who completed at least one vocational certificate and also earned a diploma from PGHS between 7/1/11 and 6/30/12; with the denominator being the figure in row 1.)

UC and CSU Admission

2014-15 Students enrolled in courses required for UC/CSU Admission	100%
2013-14 Graduates who completed all courses required for UC/CSU Admission	0%

Row 1: This figure will be 100% unless both the school scheduler and the ed advisors have failed. ClassSchedule, QR GradStatus = blank,, export Student, YA, Per, ClassType, Course and [FK=FK] Exempt Full-Day School. All non-UC/CSU courses (char ed, electives, GED Prep, CAHSEE, Prealgebra, summer electives) should be colored red, then re-sort by student name and period and inspect for any nongraduates whose ENTIRE schedule is red and who do not have an exemption for this because they have completed almost all of their required academics.

Row 2: Although PGHS offers biology, it does not yet have a lab. UC/CSU admission requires completion of two years of laboratory science (biology, chemistry, or physics).

State Priority: Other Pupil Outcomes

California High School Exit Exam		ELA		MATH	
10th Grade CAHSEE		Not Proficient	Proficient or Advanced	Not Proficient	Proficient or Advanced
2012-13	California State	43%	**57%**	40%	**60%**
	CEA District	94%	**6%**	90%	**10%**
	PGHS School	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested
2013-14	California State	44%	**56%**	38%	**62%**
	CEA District	97%	**3%**	91%	**9%**
	PGHS School	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested
2014-15	California State	42%	**58%**	41%	**59%**
	CEA District	92%	**8%**	95%	**5%**
	PGHS School—**DISAGGREGATED BELOW**	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested
	Male	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested
	Female	**n/a**	**n/a**	**n/a**	**n/a**
	Hispanic	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested
	Black	n/a	n/a	n/a	n/a
	White	n/a	n/a	n/a	n/a
	Asian	n/a	n/a	n/a	n/a
	Filipino	n/a	n/a	n/a	n/a
	Pac Isle/Hawaiian	n/a	n/a	n/a	n/a
	Native	n/a	n/a	n/a	n/a
	Socioeconomically Disadvantaged	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested
	English Learners	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested	Fewer than 10 tested
	Special Education	n/a	n/a	n/a	n/a
	Migrant Education Students	n/a	n/a	n/a	n/a

'http://data1.cde.ca.gov/dataquest, Level = School = **Pine Grove,** Subject = CAHSEE, report = **Demographic** Summary, administration = **Combined**, grade = 10. Then repeat for Level = District = Ca and inspect all listings in the resulting window to find Calif Education Authority. Then repeat again for Level = State

9th GRADE PHYSICAL FITNESS TEST	Percent of 9th-Graders Tested Meeting Fitness Standards		
	4 of 6 Standards	5 of 6 Standards	6 of 6 Standards
2014-15	None tested	None tested	None tested

http://data1.cde.ca.gov/dataquest, Level = School, name contains Pine Grove. Usually these are all asterisks. If actual numbers exist on Dataquest, then it is necessary to use the Test History palette of WIN with Type contains PFT and DJJ_School contains Pine Grove, and TestDate > 8/1/14 and TestDate < 7/31/15. Then, instead of exporting this short list, open each record and make hash marks in the table above depending on the number of standards passed (note that it appears there are 7 standards, but this is only because the last one is separated into Left and Right in WIN). These hash marks are then divided by the total number of **actual** scores to obtain percentages.

C. ENGAGEMENT

State Priority: Parental Involvement

As incarcerated youth, the students at Pine Grove High School Satellite Campus do not reside with their parents. Parents remain in contact through IEP, LAT, and Family Council meetings, graduation, personal visits, and phone, mail, and package privileges.

State Priority: Pupil Engagement

Dropout Rate

State juvenile justice schools are exempt by CDE from computing dropout rates since high transiency can produce drop-out rates exceeding the total enrollment. While incarcerated, students do not have the option of dropping schoolwork; but many are paroled before they complete a diploma and therefore leave school prior to graduation, which—for public schools—is counted as dropping out; but for our schools is considered to be a normal manner of exiting.

Completion Rate

Students rarely remain incarcerated in the Division of Juvenile Justice for four years; consequently, the Four-Year Cohort Graduation rate used by the CDE cannot be applied to our schools. Instead, we count the diplomas and GEDs earned by our incarcerated student body within a given year and compare that figure to a one-day count of undergraduates. Likewise, rather than attempting to follow a continually-changing ethnic cohort through four years of court placements, releases, and recommitments, we present below a simple breakdown by ethnicity of the youth who do successfully complete high school while in our custody. To maintain a valid comparison to statewide data, the same ethnic breakout has been done for the California graduation rate.

COMPLETION RATE		*Attainment of a Diploma or GED while Incarcerated this year*		*Attainment of a Diploma within 4 years*
Year	Group	PGHS School	CEA District	California State
2011-12	All Students	48.3%	36.0%	78.9%
2012-13	All Students	78.3%	46.4%	80.4%
2013-14	All Students	52.9%	45.0%	81.0%
		– percentage disaggregations (not cohort graduation rates) –		
% of 2013-14 total grads	Hispanic	55.5%	55.6%	47.6%
	Black	27.8%	29.0%	5.9%
	White	11.1%	9.3%	29.4%
	Asian	5.6%	4.9%	10.2%
	Filipino	0.0%	0.6%	3.2%
	Hawaiian/Pac Isle	0.0%	0.6%	0.6%
	Native	0.0%	0.0%	0.6%
	Other	0.0%	0.0%	2.5%
% of total	Socio-econ Disadvantaged	100%	100%	62.5%
	English Learners	11.1%	12.3%	15.3%
	Special Education	5.6%	24.7%	8.7%
	Migrant Education	n/a	0.0%	1.7%

Note that this table is *two* years behind the current schoolyear, not one year behind like most of the SARC.

1. Diplomas and GEDs earned between 8/1/13 and 7/31/14 divided by number of nongraduates on the last day of the year, 7/31/14 (right after commencement, so more students are grads and fewer are nongrads), broken down by ethnic percent, and also by Sped and EL percent. If a student earned both a diploma and a GED

within the same year, he was counted twice since the CEA uses the Secondary Completion Rate formula (Number of Diplomas and GEDs earned from Aug 1 to July 31 divided by the Number of Undergraduates on July 31**).**

- At the school level, find all diplomas between the given dates using GradFrom contains Perry.
- (but at the district level, find all diplomas in WinX using [Find-GenEd-WinX] GradFrom contains Perry, Chad, Boss, Pine, Authority, or Midtown.4QR)
- Then at the school level, find all GEDs between the given dates using GradFrom contains Perry
- (but at the district level, find all GEDs in WinX using [Find-GenEd-WinX] GEDFrom contains Perry, Chad, Boss, Pine, Authority, or Midtown.4QR). Do not attempt to combine these two [Finds] into a single one to capture both diplomas and GEDs at the same time.
- Export the grads and the GEDs separately, then export separately using [**Gen Ed] Disaggregated Diplomas ONLY (no GEDs).4QR** and [**Gen Ed] Disaggregated GEDs ONLY (no diplomas).4QR**, and then open separately in Excel and insert a new column called "Type" in which "Diploma" is painted down for the first file, and "GED" is painted down for the second file. Then and only then combine these in Excel by pasting one underneath the other and changing GradDate column to just "Completion Date" and changing GradFrom column to just "From," so both types of dates are in one column. Each of these exports uses the basic format of [NM, YA, CSIS_Ethnicity, Ethnic, STAR_Grade_Level, CSIS_Eng_Prof, ELS_Reclassification Date, IEPStatus, GradDate, Grad_From, (or GEDDate, GED_From, but not both in the same export) FK=FK SpedExit_Date FK=FK Female]. For Sped, create a column called "GradDate minus Sped Exit Date" for all students with Sped exit dates. Those which are large positive were Reg Ed at the time of their diploma or GED. But those with are positive 15, or zero, or negative were Sped at the time of their diploma or GED.

The undergraduate count for each school and for the district is obtained by using Daily_PSD_Snap on **7/31/14**, then querying for GradDate = 0 or GradDate > 7/31/14, then querying for GEDDate = 0 or GEDDate > 7/31/14. (Do not use the undergraduate count on CalPads census day in the Fall, since more students are undergraduates at the beginning or the year than at the end.)

Dataquest is used for the State figures (Cohort Outcome Summary—1st radio button for overall and ethnic figures; but Cohort Outcome Data by Program—2nd radio button for EL, Sped, Migrant, and Socio figures), and the state raw numbers were used to figure the ***percentile breakdowns*** rather than cohort graduation rates for subgroups. Although the figures for our schools and our district include GEDs, don't attempt to add the raw count of GED completers to the raw count of diploma completers for the State data. Simply take the raw count for diplomas for each ethnicity and figure it as a percentage of the total state diploma recipients.

2. Formula which *may* be used in the future: Number of seniors at PGHS or other CEA schools on 8/1/14 who earned diplomas or GEDs from PGHS by 7/31/15 broken down by ethnicity, EL, and Sped at time of diploma or GED,

WinX, Daily_PSD_Snapshot to capture youth in CEA on 8/1/14, along with their diploma and GED dates and issuing schools. Then separately in WinX, search all HSGPs 90 days prior to 8/1/14 for seniors. Then color and intermingle both lists to identify youth with both properties—on site on 8/1/14 who were also seniors in the Fall, and of this group, those who earned diplomas or GEDs from the CEA by 7/31/15. (A student who is a senior at one CEA school but earns a diploma at a second CEA school will be missed if only local WIN systems are used. In such a situation, the diploma is credited to the issuing school—but only if the student was indeed a senior in Fall of that year at another CEA school).

3. CalPads CDE Four-Year Cohort Graduation formula: cannot be used since it presupposes that all ninth-graders from four years ago graduated this year unless they dropped out; but "dropping-out" is not a meaningful concept within the CEA, and furthermore, discharges and paroles ensures that virtually none of the ninth-graders from four years ago were even enrolled in our district this year. This is why Dataquest > Demographics > Graduates does not have graduation rates for the CEA.

4. US Dept of Education's NCES Three-Year AYP Averaged Freshman Graduation formula: cannot be used because it involves averaging the number of tenth-graders three years ago with the number of ninth-graders four years ago and the number of eighth-graders five years ago, but the number of eighth graders at junior high schools feeding into the CEA is not a meaningful concept (since our acceptance area is the entire state of California and our acceptance criteria requires commission of a felony).

5. Note that the number of diplomas earned from PGHS for 8/16/14 – 8/15/15 according to CalPads Certification Report 1.9 cannot easily be used, because Report 1.9 does not state this date span on the report, and this unusual date span is not wholly contained within any single academic year.)

State Priority: School Climate

Suspensions and Expulsions

As an integral component of the rehabilitation of incarcerated youthful offenders, educational services are delivered continually to the students at Pine Grove High School Satellite Campus even as their level of restriction is adjusted in response to their behavior. Pine Grove High School Satellite Campus utilizes individualized Behavior Treatment Plans and Crisis Prevention Support Plans (as well as Individual Education Plans and School Consultation Team Action Plans) in lieu of suspensions and expulsions. Hence, our suspension and expulsion rates are 0% every year.

School Safety Plan

Students at risk to themselves or others are schooled in separate locations from the general population. Student conduct is managed through six interrelated computerized behavior modification systems—(a) Positive Behavior Reinforcement system (PB), (b) Level System (LS), (c) School Consultation Referral system (SCT), (d) Alternative Behavior Learning Environment (ABLE) for minor infractions, (e) Behavior Reporting system (BR), and (f) Disciplinary Decision-Making System (DDMS) for serious infractions—student risk and protective factors are initially evaluated using the California Youth Assessment and Screening Instrument (CA-YASI), which is a central component of the facility-wide Integrated Behavior Treatment Model (IBTM) which utilizes cognitive behavioral therapy and motivational interviewing to modify behavior.

Faculty members wear personal alarms and receive annual training in the prevention of suicide, rape, assault, CPR, and the use of defibrillators. Students arriving to school are screened by metal detectors and hand searched by peace officers. Classrooms have fire alarms, telephones, and emergency lighting. The correctional facility in which Pine Grove High Satellite Campus is located has its own medical clinic, a health and safety officer, a Crisis Intervention Team, a violence reduction committee, and a Use-of-Force Review Committee, and operates under a multi-hazard safety plan and a mutual-aid agreement with other law enforcement agencies. All staff receive annual training on all aspects of the institutional safety plan, with the most recent refresher having occurred on 10/13/15. When first taken into custody, each student individually goes through a week of orientation to learn all aspects of institutional safety, and is provided with a Youth Rights Handbook.

D. OTHER SARC INFORMATION

Academic Performance Index

Adequate Yearly Progress

Federal Intervention Program Improvement

Per Education Code 52052(h), ASAM-ranked schools are exempt from reporting API rankings and are not involved in AYP or PI programs. Furthermore, in November 2010, even ASAM rankings were suspended by CDE due to budgetary constraints.

Class Size	English			Math			Natural Science			Social Science		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Main Campus												
Average Class Size	4.3	1.5	8.0	2.8	3.6	6.3	5.0	3.4	3.0	5.5	4.2	5.0
Number of Sections per day	6	8	2	5	5	3	3	5	3	4	9	4

Source is Class Schedule palette, Query for ClassType = academic, then [Export – Class Section] Average class size and Number of sections per day.4QR (NM, YA, Room, Per, Teacher, ClassTitle, Course); Delete Art, PE, and Health (and, if necessary, Reading Language, Literacy, GED Prep, CAHSEE, Char Ed, and Voc). Label both Earth and Life science as Nat Science. If necessary,create Class names for Mixed Core classes, if any, based on the predominate Course name within that mixed class. Then Create **Campus** labels of Main and BTP based on room number.

For **Average Class Size**, sort by Campus and Class and Per and Teacher (since this is the definition of a "section") but do not remove duplicates. Insert a column of ones, then insert blank rows at the breaks between Class. Compute the sum for each break, then divide by the number of periods within that sum. If two teachers have the same period within that sum, that will increase the size of the divisor. This division step will compute the average class sizes for each teacher in each period by inspection and type them in a new column called "Average Class Size." (Alternatively, print the ClassCounts report.)

For **Number of Sections**, continue with this same spreadsheet, but delete the column of averages and delete the column of ones, then remove the blank rows by again sorting on Campus and Class and Per and Teacher (since this is the definition of a "section"), then **remove duplicates** on all 3 variables. At this point, the YA column should also be deleted. Also insert a blank row between the BTP campus and the Main Campus. Then count the number of Classes with the same name (i.e., Sections) within each of campus.

Through this whole process, do not count the specific courses within a Mixed Core class, if any. Instead, change the name "Mixed Core" to whatever is the predominant course within that mixed class. If this is not done, elevated section counts will occur.

Support Staff

Title	FTE Number of Staff	Number of Students per Staff
Alternative Behavior Teachers (ABLE)	0	0
Academic Counselors	0	
Social/Behavioral Counselors	0	
Career Development Counselors	0	
Library Media Teachers	0	
Library Media Paraprofessional Staff	0	
Speech/Language/Hearing Specialists	0	
Resource Specialists	0	
Mentor Teachers	0	
Coordinators (Sped, Assessment, Attendance)	0	
School Records (Registrar, Scheduler)	0	
School Psychologists	0	
Social Workers	0	
Nurses	0	

ABLE palette, Show Both, Date_of_Referral > 10/1/14 and < 10/31/14 (or any other single month without a vacation) divided by number of instructional days in Oct, divided by 5 pers, divided by 2 ABLE teachers)

Expenditures

	Per Teacher	Per Pupil		
	Average Salary	Basic (unrestricted)	Supplemental (restricted)	Total
School (Pine Grove High Satellite Campus)	$79,420	$16,764	$0	$16,764
District (California Education Authority)	$83,160	$35,952		
State (California)	$74,090	$8,867		
School compared to District	–4.5%	–56.9%		
School compared to State	+7.1%	+89%		

Source for **Salary Averages** are the Juvenile pages of the Unit 3 Salary Schedules in Appendix C of the SEIU Master Agreement, Effective July 2, 2013 – July 1, 20**16**.
Method for **School Salary Average**: On the Ventura County Unit 3 Salary Schedule, the lowest step of Range A was averaged with the highest step of Range G.
Method for **District Salary Average**: The lowest step in the Range A salary for the lowest-paying DJJ county (Ventura) was averaged with the highest step in the Range **G** salary for the highest-paying DJJ county (San Joaquin).
Source for **Expenditures per Pupil**: SARC Financial Report FY 13-14.xls from Lisa Chisholm
Source for State Teacher Salary Average: www.cde.ca.gov/ds/fd/**cs**
Source for State Basic Expenditures per Pupil: www.cde.ca.gov/ds/fd/**ec**

Salaries

Category	**Range and Step** — CDCR Unit 3 Salaries		**District Average**	**State Average**
	Ventura County	San Joaquin County	California Education Authority	for **small high-school** districts
Teacher, beginning	A1	C7	$66,880	$40,821
Teacher, midrange	D8	E15	$87,340	$59,345
Teacher, highest	F20	G25	$103,400	$77,992
Principal-High School, average			$105,060	$106,119
Superintendent			$124,692	$138,050
Percent of budget for Teacher Salaries			**73%**	29.6%
Percent of budget for Administrative Salaries			**17%**	5.4%

Source for **Salary Ranges** are the Juvenile pages of the Unit 3 Salary Schedules in Appendix C of the SEIU Master Agreement for 7/2/13 – 7/1/**16**.
Method for **District Averages**: For example, for Beginning Teacher, the lowest step in the Range **A** salary for the lowest-paying DJJ county (Ventura) was averaged with the highest step in the Range **C** salary for the highest-paying DJJ county (San Joaquin).
Source for **State Average** is the High School table, Small Districts column, at www.cde.ca.gov/fg/fr/sa/

Types of Services Funded

- **Title I** (ESEA)
- **Proposition 98** (general fund)
- **Lottery** (state special fund)
- **Carl Perkins Parts A and B** (leadership and secondary education)
- **IDEA Part B** (special education)
- **Library Media Program**

Advanced Placement Courses

Pine Grove High School does not offer any advanced placement courses.

Professional Development

The schoolyear calendar for Pine Grove High School Satellite Campus includes ten days of staff development—distributed among the Fall, Spring, and Summer trimesters. Each week contains three different time schedules on different days of the week in order to provide a total of 230 minutes of class preparation per week (Schedules A and A2) and 90 minutes of educational advising per week (Schedules B and C). In-service programs cover the full range of pedagogy and accreditation issues, along with topics specific to corrections and rehabilitation—such as compliance with performance standards monitored by the Office of Audits and Court Compliance. The main focus this year has been on conversion to a curriculum based on common core state standards, a methodology based on Project-Based Learning, and institution-wide training in the behavior modification Integrated Behavior Treatment Model. Detailed student performance

data is studied during some of these meetings, and training is provided in new programs—such as on our new Electronic Gradebook and new Electronic Standards Checklists.